Scholarship @ R·I·T

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The RIT Faculty Scholars Series
For all the <virtual> world is a stage

PHOTO BY MARIANNE BUEHLER

Marla Schweppe discusses projects past and present.

The first RIT Faculty Scholars Series program of 2008 took place on January 22, 2008, with CIAS School of Design professor, Marla K. Schweppe, providing an energetic and colorful talk about her career path to date, and its influence on her work.

Although she began her undergraduate degree work in computer science, she soon switched to theatre. Schweppe described her early work in design for theatre, dance, movies, and television in New York City and across the globe. She eventually returned to academia to obtain a degree in computer graphics. Currently, she is the coordinator of the Computer Graphics Design program and Director of Visualization in the School of Design.

The presentation provided an introduction to the Participatory Virtual Theatre, an NSF-funded interdisciplinary collaboration with Joseph Geigel, professor of Computer Science, GCCIS. According to the project's website, the goal is "to enable actors, crew, and audience to share and participate in a single theatrical performance over the Internet." Photographs of the Theatre's lab illustrated the use of motion capture devices for character movement and other virtual reality applications. Assisted by several students, Schweppe gave a live demonstration of how characters move across the stage. She concluded the presentation with mention of past and present projects, noting that one project focuses on a design for the RIT Innovation Center.

To learn more about the Participatory Virtual Theatre: http://www.rit.edu/~visualiz/project.html & http://www.cs.rit.edu/~jmg/vtheatre.html. Podcast at: http://library.rit.edu/events/facultyscholars/.

Marcia Trauernicht / Wallace Library

Watch the Language

In fall quarter, I was asked to teach a class on the journal publishing process to a group of computer science PhD students who were required to submit an article to a journal. As we covered various topics and aspects of writing a scientific paper, the small class appeared to find the information valuable for their assignment. In comparison to the straightforward admonitions on avoiding circular constructions, slang, meaningless jargon, and contractions, I was unexpectedly brought up short when a discussion ensued regarding my comment on the importance of using gender-neutral language in the writing process. Specifically, my first point was to welcome females into a male-dominated field and secondly, to use words that are nonexclusive and represent both genders, such as "people," they" or "theirs" in the plural form, or "humankind" instead of "man" or "he/his." A student quickly burst out saying that my statements were based on politics and not reality. My first reaction was to say that, yes, being politically correct is another

IN THIS ISSUE

You will find articles on the Participatory Virtual Theatre, NTID's student retention study, storytelling for China's HR managers, underwater robotic platforms, the work of philosopher, Agnes Heller, purchasing less to gain more, salami slicing, Professional Skills workshops, inhibiting bacteria strains, students assisting criminal justice officials, brands and buyer behavior, teaching creativity, mathematical symmetry, an active learning model, a Sign Language interpreters' learning outcomes publication, and increasing citations in scholarly publications.

"The highest result of education is tolerance."
-Helen Keller, author & educator, 1880-1968

It's Not Just Academics! Understanding Student Retention
National Technical Institute for the Deaf

Academic preparation alone does not account for students' success in college. In August 2007, we began a pilot study to examine personal factors that could contribute to deaf and hard-of-hearing students' academic performance and persistence to graduation at RIT.

We administered three student inventories and two nonverbal reasoning assessments to 132 first-year deaf students out of a total of 255. Statistical analyses showed that the sample of 132 students was representative of all the deaf students in the 2007 entering cohort in terms of language, reading, mathematics, and science. The five assessments administered were: the Noel-Levitz College Student Inventory, the Learning and Study Strategies Inventory (LASSI, 2nd edition), the Minnesota Mathematics Attitude Inventory, the Nonverbal Reasoning Test, by Corsini, and the Culture Fair Intelligence Test, by Cattell (IPAT).

PHOTO BY TARA HILLMAN

Ronald Kelly and MSSE graduate student, Amanda Bostick, work on data coding for the research project.

The three inventories assess such personal factors as intellectual interests, academic motivation, anxiety, attitudes, desire to finish college, self-confidence, concentration, information processing, study habits, time management, meta-cognitive skills, sociability, financial stress, and receptivity to institutional help. The two nonverbal tests assess the deaf students' visual reasoning abilities without involving their reading and language skills.

We plan to follow these students through their college career and examine how these personal factors relate to overall GPA, grades in mathematics, number of early alerts, and retention rates on a quarterly basis.

Preliminary analyses of these factors and student performance during fall quarter show significant associations between students' GPA and grades in mathematics and their attitudes, self-confidence, anxiety, and self-perceptions of academic stress and difficulty.

Hopefully, this four to five year study will help develop a better understanding of the personal factors that contribute to deaf and hard-of-hearing students' academic success and graduation.

Ronald Kelly & John Albertini / Research & Teacher Education

Storytelling as a Human Resource Tool
College of Applied Science & Technology

Learning is a process of inquiry—identifying best practices, isolating trends likely to shape the future, and imagining solutions for tomorrow's issues. Dickson and her students are evaluating emerging trends that are likely to influence human capital strategies in the next decade. Projects include: Using Branding to Engage Employees, HR Best Practices in Emerging Economies, and Leadership Development in China.

A collaboration with Linda Tolan in this last category resulted in acceptance of the paper, "Using Stories to Develop Future Leaders in China," at the Academy of Human Resource Development's (AHRD) conference in Beijing, China. AHRD was formed to encourage the study of human resource development theories and practices. It also encourages the application of research findings among individuals with scholarly and professional interests in HRD.

PHOTO BY CHINESE PASSERBY

Ready to present at the Academy of HR Development Conference, Beijing, China

Dickson explains, "All eyes are on China as it becomes the globe's fastest growing economy. Issues of talent shortages, educational gaps, and inexperienced leaders plague workforce development efforts." According to *Workforce Management* magazine, China's growth and its lack of homegrown leadership talent has resulted in problematic HR practices. Experts agree that it will take decades to build leadership bench strength.

According to Tolan, "The challenge is that companies must carve out time to adequately develop leadership talent. Yet, leadership development programs must compete for attention during this time of exploding economic growth with the need to address more immediate problems."

Dickson and Tolan believe that storytelling, a vital part of Chinese culture will hasten the development of China's inexperienced managers. "Stories can help us to learn new facts and integrate them into our lives. Companies that have embraced storytelling found that they engage and inspire employees, involving them in daily learning as a unique approach that cannot be replicated with more traditional methods."

Linda Tolan & Donna Dickson / Hospitality & Service Management

Robotic Platforms Go Underwater
Kate Gleason College of Engineering

Last academic year, 10kg and 100kg payload general purpose robotic platforms were built by student teams in our Multidisciplinary Senior Design course. The intent was to provide a platform usable by a wide range of researchers within the KGCOE looking for a vehicle to position cameras, sensors in networks, and for other data-gathering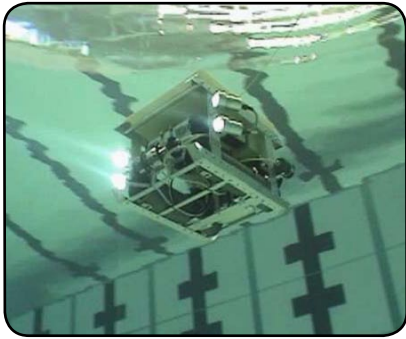 tasks. In the past, effort spent developing platforms took time and resources away from project missions. Our platforms are based on a single design, scalable across four payload orders of magnitude from 1kg to 1000kg. The largest, 1000kg, planned for the future, is about the size of a Honda Civic, so safety and fail-safe engineering is important.

ROV developed by Dan Scoville '05 and his Multidisciplinary Senior Design Team being tested in the RIT pool

The design is open source, open architecture, and modular, and is also available on the course website (http://edge.rit.edu). These projects are members of a family of projects where each builds on the technology used and lessons learned from prior ones, much like the "next model year" in the auto industry. Hardware and software models are reused whenever possible. Responsibilities overlap, so teams must work cooperatively, which mimics the industrial environment.

Motor modules consist of a drive and steering motor, each with an encoder, microcontroller, H Bridge control, and power electronics. Onboard batteries and a charger system provide power. The platform can be tether or wireless-controlled, and can operate in remote or limited autonomous control mode. A data-gathering system of choice (camera, sensor system, etc.) can be mounted on the platform surface.

This year, teams are working on a second generation 10kg platform and 1kg version, and also on light and thruster sub-systems for an underwater remotely-operated vehicle (ROV) designed and built by a 2006 team, led by former EE student, Dan Scoville '05. Funding is provided by a grant from Dresser Rand. Marine Engineering and Underwater Technology is a theme planned for subsequent projects.

Wayne Walter / Mechanical Engineering

Examining the Work of Philosopher Agnes Heller
College of Liberal Arts

Agnes Heller has been in the philosophical business for over half a century. Rising to international acclaim as a Marxist dissident in Eastern Europe, she established herself as a philosophical force with a score of influential works. Written from the point of view of an émigré in Australia, then the United States, she taught generations of students of philosophy and politics. Heller fashioned one of the most comprehensive oeuvres in contemporary philosophy, writing more than forty books and hundreds of articles covering almost every philosophical era and a vast range of topics, including works on literature, music, comedy, and scripture. Heller has also lived her philosophy, paying for this dearly in communist Hungary. Most recently, she has entered into volatile debates about American policy and met with student groups in Latin America, Iran, and Europe, where she is invited regularly to lecture on the relationship between philosophical and political practice.

Agnes Heller and Katie Terezakis at a conference on Heller's work in Girona, Spain.

Yet, in the Anglophone world, Heller's work is often met with confusion and conflicting interpretation. There is no explanation as to why Heller is of such interest in countries that are found to be "suspect" by the current American administration. Some North American intellectuals see Heller's work as increasingly conservative, vis-à-vis her Marxist roots. Since Heller's understanding of the project of modernity and her defense of liberal politics is at the heart of these remarkably divergent, yet simultaneous receptions, it is crucial for thinkers with a genuine interest in the complexities of late modernity to come to grips with Heller's systematic but insufficiently studied project. I am editing a collection of essays titled, *Engaging Agnes Heller: A Critical Companion*, in order to provide the footing for renewed engagement with Heller's work. I have solicited essays from the generation of the "Budapest School," founders of the Praxis movement, and the *Thesis Eleven* journal, as well as from younger scholars. Several of us as former students of Heller are now utilizing her work in our own philosophical, aesthetic, journalistic, legal, and political endeavors. Lexington Books will publish the work, together with a new edition of Heller's, *A Theory of Feelings*, in 2008.

Katie Terezakis / Philosophy

Faculty Off-Campus

Sustainability Through Servicizing

Rothenberg in her "sustainable" office

It is not often that you hear a business professor say, "sell less stuff." But that is exactly what Professor Rothenberg is saying companies need to do if they truly want to help society become environmentally sustainable. Moreover, they can make money doing it.

Sustainable consumption is a challenge in our consumer society, where consumption can be a goal in and of itself. It poses a dilemma to many companies because a basic management assumption is that to make money you need to increase consumption of the products that you sell. In research supported by the Sloan Foundation, the MIT International Motor Vehicle Program, and the RIT Printing Industry Center, Rothenberg is studying a new business model that is questioning that assumption. Shifting away from the traditional manufacturer's business model, some leading companies have developed models that actually encourage customers to purchase less of their product, in other words, servicizing.

In this business model, material goods are not seen as the ends, but rather as the means to help consumers reach their goals. Companies make money by helping their customers achieve their goals while using less of the material product. Revenue lost from lower product sales can be made up through service revenue, increased market share, and exposure to new markets for other products.

In her research, Rothenberg looks at the challenges facing companies making such a radical strategic and cultural shift. To date, she has completed case studies of three companies: Gage Chemicals, PPG Industries, and Xerox (see Table 1), and points to six key factors for any successful change to servicizing:

- Build off of existing strengths
- Redefine the basis for profit in contractual agreements
- Communicate the new business model (to employees and customers)
- Change incentives for salespeople
- Acquire new employee skills (such as customer service and IT skills)
- Highlight environmental advantages to employees and customers

A full description of this research can be found in, "Sustainability through servicizing." *MIT Sloan Management Review*, Winter 2007, Vol. 48, No. 2, pp. 83-89. For more information on this research, please contact Professor Rothenberg at srothenberg@cob.rit.edu.

Sandra Rothenberg / Management

	Gage	PPG	Xerox
Old Model of Maximizing Product Sales	Selling chemical blends for automotive paint application	Selling paint for automotive paint application	Selling printers, copiers, and supporting products
New "Servicizing" Model	Providing an effective paint shop operation	Managing efficient and quality paint shop operations	Managing efficient document management processes
Material Goods Reduced	Solvents and cleaners	Paint	Printers, copiers, paper, and toner
Other Environmental Benefits	Lower VOC emissions, lower paint use	Lower VOC emissions, improved health and safety protection	Less energy use and reduced solid waste

Table 1 - Completed case studies of three companies

Copyright Corner

Scientific Salami Slicing

Otherwise known as data fragmentation, the practice of salami slicing occurs where one body of research is used to segment a large study to create multiple publications. Not to be confused with the similar redundant publication, which is the reporting of the identical data in two independent publications. Both are unacceptable scientific publishing practices and have the potential for copyright infringement.

Enforcing a journal's strict editorial policies against duplicating a publication and the peer-review process are the best means of maintaining a body of meaningful data over time and ensuring scientific progress. The current editorial practice relies heavily on editors and reviewers who are not financially compensated for their time, are often overworked, and would be best utilized with time spent on other academic pursuits, rather than researching repackaged data that has been submitted for publication. Old data augmented with new data and presented as brand new research, is also unethical. Requiring author accountability by requesting that relevant papers or parts of papers under other publishing consideration accompany a journal submission relies on an author's integrity to include other tangential articles or details.

"Perhaps the most direct means of improving the situation is through the next generation, by mentors setting the correct example to junior scientists and by instilling the idea of what constitutes best

Salami Slicing, page 5

Students On-Campus

Providing students the necessary tools that will lead to a successful job search is one of the objectives for Professional Skills, a series of workshops taken by full-time graduate students in the Saunders College of Business (SCB). Students learn from business professionals about career planning, how to develop a job search strategy, create a professional network, insights into successful resumes, and interviewing.

Recently, students participated in two panel discussions with SCB alums and friends from the business community representing Xerox, Bausch & Lomb, Paychex, EnergyEast, and Ultralife Batteries. The first discussion focused on the job application process and what companies look for in resumes, while the second focused on the interview process and what interviewers glean from specific types of questions. Students had the opportunity to ask questions and network with the panelists.

Peggy Tirrell / Graduate Programs

PHOTO BY PEGGY TIRRELL

David DeMars from Paychex provides Patricia Pena Berges feedback on her resume.

Constructing a molecule from scratch looks easy on paper: connect carbon-1 to carbon-2 and then connect it to oxygen. Jessica Smith, a fourth year chemistry student, will tell you otherwise. Jessica began her research in my organic synthesis lab during her third year. Her research project involves the construction of a natural product that inhibits certain bacterial strains. Why make something nature can make? Often nature only makes a small amount of compound and/or its natural source is scarce. The product Jessica is making is extracted from the Red Sea soft coral, *S. trocheliophorum*, which inhibits the growth of *Staphylococcus aureus*. Since corals take many years to grow and only a few milligrams of compound can be extracted from them, it is more efficient to construct the same molecule in the lab. Jessica is now a step away from completing her project. Last summer, Jessica presented her work at the 234th American Chemical Society National Meeting in Boston, MA.

PHOTO BY CHEMISTRY DEPT

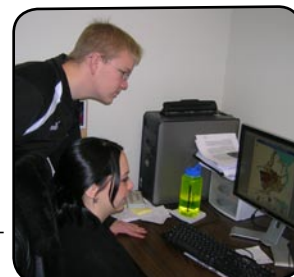Jessica presents her poster session at the ACS meeting.

Christina Collison / Chemistry

In fall 2006, Rochester Mayor Robert Duffy and former RIT President Albert Simone announced the creation of the Center for Public Safety Initiatives (CPSI). The CPSI represents a joint project of the City, the Rochester Police Department, and RIT's Criminal Justice Department. Since that time, students in Criminal Justice and Public Policy have been collaborating with faculty on a number of research projects. These projects have included evaluations of Rochester's youth curfew, a continuing analysis of street robbery and motor vehicle theft patterns, assistance to community-based anti-drug efforts, and a three year review of a comprehensive anti-gang initiative. Since its inception, the CPSI and four faculty members (Tom Castellano, John Klofas, Judy Porter, and Jason Scott) have provided funded research positions to approximately fifteen students. This research has assisted local criminal justice officials in making data driven decisions while providing students with practical hands-on experience.

PHOTO BY JASON SCOTT

Greg Drake and Kendell Jones examine crime patterns.

Jason Scott / Criminal Justice

Watch the Language

way of saying we need to be mindful of gender inclusiveness. Not to be deterred, the student pursued the political angle, with another student agreeing. Since we each were looking at the world in our own way, it was hard for them to hear me and I was not sure exactly which direction the students were heading. A lively discussion ensued with students and the course professor expressing their opinions on the topic.

Encouraging women into a discipline of study that has been dominated primarily by the male gender can be a challenge.

Stereotypes that a norm promulgates can make women believe they are not welcome or capable. As we know, this scenario often passes from generations, among cultures, and to peers.

These issues arise in some of the least expected ways and places. Addressing a seemingly small controversy, such as outdated, sex-biased language in science and academia, can at least plant a seed of awareness by providing another point of view within the scholarly communication process.

Marianne Buehler / Wallace Library

Scientific Salami Slicing

practice in grad school." (http://www.nature.com/nmat/journal/v4/n1/full/nmat1305.html)

The research and publishing competition (publish or perish) that accompanies who is given research funding and tenure, exacerbates the need for scientific rigor, knowledge of previously connected scholarship disclosure and, quality publications rather than a quantity of articles.

Marianne Buehler / Wallace Library

Developing a Brand
E. Philip Saunders College of Business

New-to-the-world technologies require building awareness of the technology and the brand. How do you build a brand and educate potential customers when your product is a disruptive technology? Since the dot-com bubble burst, many Internet start-ups work on lean budgets in intensely competitive markets. Given these constraints, I am looking at approaches that start-ups can use via the Internet to develop an innovative marketing program to build brands and change buyer behavior.

Homepage of BrightQube.com
http://www.brightqube.com/

I am working with BrightQube®, an online creative picture resource formed to revolutionize the way the world finds images. The CEO, Lee Corkran, and Sharon Tczap, VP of Marketing for BrightQube® are RIT alum. For the past ten years, the only innovation in the stock photo industry has been to bring image searching and transactions online. BrightQube® leverages image metadata and employs common tenets of information visualization techniques in a cutting edge Web 2.0 rich Internet application called, the Dynamic Mosaic™. They combine the best worlds of photography and technology and deliver a very different, yet much more productive and efficient manner of displaying search results for image buyers around the world.

The challenges facing BrightQube® are common with innovative start-ups. The Dynamic Mosaic™ is revolutionary. It requires image buyers to understand how to divert from their pattern of reviewing and evaluating search results from the dated manner of looking through page after page of search results. Although the benefits of the BrightQube® site are significant, potential customers might opt for what they are used to rather than what offers the most value. BrightQube® needs to strongly communicate innovation benefits in order to build its brand. This company has many strengths: differentiators are numerous, the marketing program is cutting edge, and the product road-map will dominate the industry news. While working with BrightQube®, I am studying how to shorten the customer learning curve and simultaneously develop the brand. Understanding these processes could benefit other innovative firms marketing disruptive technologies.

Deborah Colton / Marketing

Can We Teach Creativity?
College of Imaging Arts & Sciences

Do teachers of creative subjects, such as writing or photography, interfere with or encourage artistic growth in students?

Research indicates that education may actually suppress creativity. Traits identified most with creativity, such as impulsiveness, making one's own rules, and risk taking, are not qualities that are harmonious with classroom discipline, and therefore, some teachers disdain those traits.

Orwin leads a discussion with a writing class.

As a result, teachers who think they are encouraging originality in the classroom by defining the traits that make up the creative individual in a way that accords with a well-ordered classroom, may find themselves discouraging rather than encouraging students to express themselves creatively.

By the time students reach college, they are very much the product of what Brazilian educator and theorist, Paolo Freire, calls the "banking concept" of education. Students expect a teacher who offers them knowledge which they can then parrot back in return for a good grade. They have become cautious about expressing themselves creatively and learned how to succeed in the classroom environment by playing it safe and looking to the teacher for guidance, rather than trusting their own judgment.

Although my own teaching has been significantly influenced by the work of Freire and others who see the teacher as facilitator of student growth rather than an imparter of knowledge, I do play a role in how creativity is perceived and valued. Not only because I set out guidelines and select examples of excellence shown in class, but because I evaluate and assess student work, and in doing so, indicate what is valued and what is not.

Ultimately, teaching creativity is a dance between teacher and student, both trying to find a space for creativity to emerge. A teacher's attitude about what supports creativity has a tremendous impact on the risks students are willing to take in the classroom. Developing a class experience that truly supports the freedom to create takes awareness and effort on both sides.

Naomi Orwin / School of Film & Animation

Mathematical Symmetry in Reflections

College of Science

Interactive exhibits that illustrate fundamental science principles at a variety of levels are the mainstay of popular science museums. In an effort to place more such displays on campus, three College of Science faculty members worked collaboratively with exhibit makers from the Rochester Museum and Science Center (RMSC) to design and build an optical display showing the effects of multiple reflections. George Thurston and Ron Jodoin of the Department of Physics and Bernard Brooks of the School of

PHOTO BY RON JODOIN

Four reflecting spheres in a tetrahedral arrangement on display in Gosnell's Atrium

Mathematical Sciences (SMS) together created a working model that consists of four reflecting spheres in a tetrahedral arrangement. Illumination by colored lights produces a fractal pattern due to the multiple reflections from the curved surfaces. The effect can be appreciated simply for the beauty of the image, or explored more deeply in terms of the physics and mathematics of the reflected rays. The exhibit is based on one popularized by a mathematics group at the University of Maryland. The RIT exhibit can be viewed in the atrium of the Gosnell Building; its twin is housed at the RMSC. A portable version of the display has been used when giving talks at local schools, and it was also part of a larger exhibit of multiple-reflection phenomena at the last two national meetings of the Optical Society of America that were held in Rochester.

The original three faculty have been joined by Matt Coppenbarger of SMS to create a new exhibit for the RIT Innovation and Creativity Festival on May 3, 2008. The new exhibit will feature a Möbius trihedral kaleidoscope. This mirror configuration can produce multiple images of a single straight stick that together form the edges of a regular polyhedra. In the future, the team would like to construct a kaleidoscope large enough for people to see polyhedral images of themselves. This exhibit can then be used to illustrate mathematical aspects of symmetry, which are of great importance in mathematics, physics, chemistry, and many other sciences.

Ronald Jodoin / Physics

An Active Learning Model

B. Thomas Golisano College of Computing & Information Sciences

In 2005, I received an NSF grant to support my ongoing work at infusing active learning activities into introductory programming courses. During this study, a pattern of instruction and classroom management emerged that was used for each main topic in the courses. Below is a diagram and description of the model:

Phase 1 – What: Lecture This is where students learn what to do and active learning is accomplished by interspersing think-pair-share techniques into the lectures. Think-pair-share involves giving students time to think about a question, discussing their answer with at least one other person, and then constructing a common answer.

Phase 2 – How: In-class Activity Students begin to learn how to use the new material by doing a simple in-class activity immediately after the lecture. The students are placed into groups of two and work together on the assignment. Each student is given a specific role in the activity to ensure participation of both students.
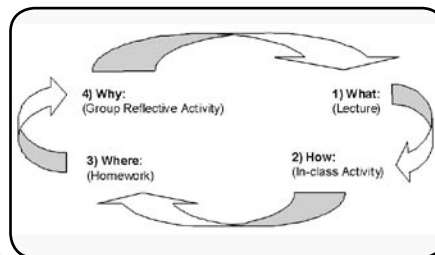
Phase 3 – Where: Homework Assignments are a

An active learning model for instruction and classroom management

more difficult application of the topic and this phase allows students to put together all the pieces of the new material. In other words, they learn where everything goes. Students do this individually to ensure that each student has sufficient knowledge of the topic.

Phase 4 – Why: Reflective Activity This phase uses cooperative learning activities where small groups work on a problem that is too difficult for most students to solve alone. These activities are more effective if you wait until students have a solid understanding of the topic. Subsequently, you can have them reflect on their existing knowledge and delve deeper into the material.

Note: This model does not require that each phase be utilized just once (as the diagram may imply), however, Phase 4 should be done after the other three phases have been completed at least once.

Keith Whittington / Information Technology

Scholarship @ R·I·T

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http://www.lulu.com/openbookRIT

Outcomes for Graduates of Baccalaureate Interpreter Preparation Programs Specializing in Interpreting in K-12th Grade Settings

Purchase at:
http://www.lulu.com/content/1592795
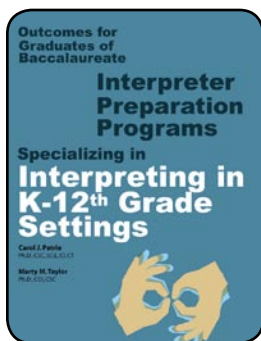
This document focuses on measurable learning outcomes describing the knowledge, skills, and professional attributes Sign Language interpreters must possess at the completion of a baccalaureate program specializing in K-12th grade interpreting. With effective criteria regarding qualification requirements for educational interpreters, deaf, hard-of-hearing, and deaf-blind students will be better able to access the content of the curriculum.

Standardizing the competency level of Sign Language interpreters leads to improved curriculum access and increases the likelihood of students receiving a free and appropriate education. One way to ensure that interpreters are able to provide access to the curriculum is to delineate the learning outcomes interpreters must have upon graduation.

Funding for the publication came from NYSED/VESID, which supported the Technical Assistance Center (TAC) for the Preparation of Educational Interpreters. The TAC is a collaborative effort between Monroe#1 BOCES and NTID.

Open access: https://ritdml.rit.edu/dspace/handle/1850/5383.

Marilyn Mitchell / Technical Assistance Center

RIT Digital Media Library:

Creating an online community of scholars

When Rick Lagiewski, Professor of the School of Hospitality and Service Management (CAST), first heard about RIT's Digital Media Library (DML), he was not overly enthused. Not yet fully comprehending the value in providing his scholarly research papers to RIT's institutional repository, he chose not to participate until approached by Publishing & Scholarship Support Services. When he learned how easy the process was, Lagiewski decided to give it a shot.

http://ritdml.rit.edu

Almost immediately, Lagiewski noticed an increase in outside citations and references to his scholarly publications. Works that were once veiled in expensive and bulky conference proceedings were now available in a user-friendly, full-text format online. Indexed by Google and other web search engine crawlers, Lagiewski's (and RIT's) exposure grew exponentially.

"The reach of many conference proceedings is now very narrow because topics are so specific…but when items are placed into the DML, their reach is global. And it is easy," said Lagiewski.

Faculty can showcase their work by emailing a DML item's URL to peers, colleagues, current or prospective employers, or by linking their research to their personal websites or faculty bio pages. According to the DML website, "Research available online or posted in institutional repositories is cited more frequently (336%) and thus, is more visible, accessible, and has greater scholarly impact." Additionally, researchers working on similar projects have access to a wider range of scholarship, creating opportunities to enhance RIT's collaborations and reputation worldwide.

Erin Dorney / Wallace Library